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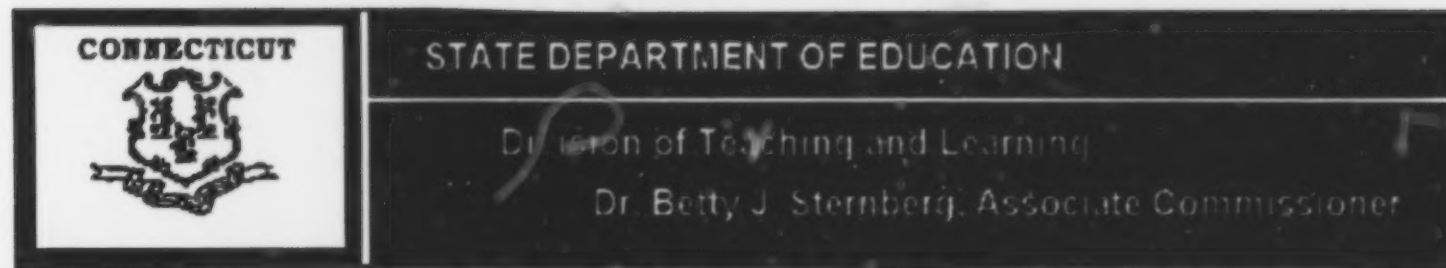
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ABSTRACT

These Connecticut Curriculum Trace Maps for music are designed to help curriculum developers and teachers translate Connecticut's K-12 performance standards into objectives and classroom practices. Trace Maps provide specific descriptions of what students should know and be able to do at smaller grade level clusters. Elements in the Trace Maps are designed to lead students to attain the Connecticut standards for each discipline. Connecticut's music Trace Maps present examples of assessable activities for grades 2, 4, 6, 8, 10, and 12 based on the Connecticut Standards. A code appears at the end of each music activity to indicate which content and performance standards might be assessed through that activity. Content standards addressed in these music Trace Maps for grades 6 and 8 are: (1) students will sing, alone and with others, a varied repertoire of songs; (2) students will play, alone and with others, a varied repertoire of instrumental music; (3) students will improvise melodies, variations, and accompaniments; (4) students will compose and arrange music; (5) students will read and notate music; (6) students will listen to, describe, and analyze music; (7) students will evaluate music and music performance; (8) students will make connections between music, other disciplines, and daily life; and (9) students will understand music in relation to history and culture. (BT)



Connecticut Music Trace Map

For Grades 6 and 8

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S. Shuler

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The Connecticut Curriculum Trace Maps are designed to help curriculum developers and teachers translate Connecticut's K-12 History and Social Studies performance standards into objectives and classroom practice. The Trace Maps provide more specific description of what students should know and be able to do at smaller grade level clusters. The elements in the Trace Maps are designed to lead students toward the attainment of Connecticut's standards in each discipline.

The Trace Maps were created by teams of Connecticut history/social studies education educators through funding provided under the Connecticut School Improvement Initiative, Goals 2000.

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Connecticut Music Trace Map* for Grades 6 and 8

Last Revised April 11, 1999

* Connecticut's trace maps present examples of assessable activities for Grades 2, 4, 6, 8, 10, 12 based on the Connecticut Standards

Note: A code appears at the end of each music activity to indicate which content and performance standards might be assessed through that activity.

Content Standard 1:

Students will sing, alone and with others, a varied repertoire of songs.

Performance Standards:

- a. sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles
- b. sing with expression and technical accuracy a repertoire of vocal literature with a difficulty level of 2, on a scale of 1-6, including some songs performed from memory
- c. sing music representing diverse genres and cultures, with expression appropriate for the work being performed
- d. sing music written in two and three parts
- e. sing in groups, blending vocal timbres, matching dynamic levels, responding to the cues of a conductor
- f. (continues from previous level) sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor

Students who participate in a choral ensemble or class will, in addition, sing with expression and technical accuracy a varied repertoire of vocal literature with a difficulty level of 3, on a scale of 1-6, including some songs performed from memory

Grade 6**General**

Students sing the melody and the harmonic part of pieces of two-part literature with a difficulty level of 1 representing at least three diverse genres and cultures:

- 1) alone
- 2) as a two part duet
- 3) in a large ensemble

At least one song should be sung from memory.

Students sing with accuracy and expression while responding to the cues of a conductor.

Standard 1 a, b, c, d, e

Chorus**Grade 8****General**

Students sing the melody and the harmonic part on pieces of two- or three-part literature with a difficulty level of 2 representing at least three diverse genres and cultures:

- 1) alone
- 2) as a two part duet
- 3) in a large ensemble

At least one song should be sung from memory.

Students sing with accuracy and expression while responding to the cues of a conductor.

Standard 1 a, b, c, d, e

Chorus

Content Standard 1

Chorus students sing two- and three-part music with a difficulty level of 2, including some songs from memory, alone and in small and large ensembles. Students sing with expression and technical accuracy, and with good breath control throughout their sin
Standard 1 a, b, c, d, e

Band/Orchestra

During the daily rehearsal, band/orchestra students sing alone and with the ensemble a melodic passage from their music that represents diverse genres and cultures, with a difficulty level of 1:

- 1) a main theme
- 2) a harmony part

Standard 1 a, c, d, e,

Band/Orchestra students sing one patriotic song with appropriate dynamics, phrasing and interpretation.

Standard 1 b

Music**Grades 6 and 8**

Chorus students sing a varied repertoire of two- and three-part vocal literature with a difficulty level of 3, including some songs from memory, alone and in small and large ensembles. Students sing with expression and technical accuracy, and with good b
Standard 1 a,b,c, d, e

Band/Orchestra

During the band/orchestra rehearsal, students sing alone and with the ensemble a melodic passage from their music that represents diverse genres and cultures, with a difficulty level of 2:

- 1) a main theme
- 2) a harmony part
- 3) responding to the cues of a conductor

Standard 1 a, c, d, e

Band/Orchestra students sing alone at least one folk song from memory with good breath control on a level of 2.

Standard 1 a, b

Content Standard 2:

Students will play, alone and with others, a varied repertoire of instrumental music

Performance Standards:

- a. perform on at least one instrument accurately and independently, alone and in small and large ensembles, with good posture, good playing position and good breath, bow or stick control
- b. perform with expression and technical accuracy on at least one string, wind, percussion or classroom instrument a repertoire of instrument literature with a difficulty level of 2, on a scale of 1-6
- c. perform music representing diverse genres and cultures, with expression appropriate for the work being performed
- d. play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument
- e. (continues from previous level) perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor
- f. (continues from previous level) perform independent instrumental parts while other students sing or play contrasting parts

Students who participate in an instrumental ensemble or class will, in addition, perform with expression and technical accuracy a varied repertoire of instrumental literature with a difficulty level of 3 on a scale of 1-6, including some solos performed from memory

Grade 6**General/Chorus**

Students perform a complex 2-3 voiced ostinato while the class sings.

Standard 2 f

In partners, students play a simple duet such as Chopsticks.

Standard 2 f

Given a starting pitch students play a melody by ear.

Standard 2 d

Grade 8**General/Chorus**

Students sing a simple song and accompany themselves with a simple harmonic accompaniment.

Standard 2 a, d

In small groups, students take turns playing an accompaniment or singing the melody.

Standard 2 a, d, f

In groups of two, students take turns playing a simple melody such as "Jingle Bells" by ear while the second student plays an accompaniment.

C48

Standard 2 d, f

Content Standard 2

Given a melody students decide where chord changes should occur and perform them on a chordal instrument such as a guitar or autoharp.

Standard 2 d

Students read from traditional notation and accurately perform a level 1 melody using good playing position, alone and in a small group.

Standard 2 a, b

Students play a step-wise melody by ear (ex. "Ode to Joy", "Lean On Me", "Hot Cross Buns"). Students later add a chordal accompaniment.

Standard 2 d

Students select instruments to accompany ensemble literature for which they create and perform expressive music that is stylistically appropriate for the culture represented in the music.

Standard 2 c

Band/Orchestra:

Students independently perform a level 2 solo piece with expression and technical accuracy, using good posture and playing position.

Standard 2 a, b

Ensemble music performed represents diverse genres and cultures and is performed blending instrumental timbres, matching dynamic levels and by responding to cues of a conductor.

Standard 2 c, e

Students play five simple melodies by ear.

Music

Grades 6 and 8

Students expressively perform music of diverse genres and cultures with a difficulty level of 2.

Standard 2 c, b

Band/Orchestra

Three students, on different parts, perform 8 measures from their band/orchestra music with expression and technical accuracy.

Standard 2 a, f

Students play by ear a well known melody, (i.e. pop, TV theme or jingle.)

Standard 2 d

Students play an instrument in a performing ensemble at a grade 3 difficulty level, music from diverse cultures and genres.

Content Standard 2
Standard 2 d

Music
Standard 2 b, c

Grades 6 and 8

Content Standard 3:

Students will improvise melodies, variations and accompaniments

Performance Standards:

- a. Improvise simple harmonic accompaniments
- b. Improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys
- c. Improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter and tonality.

Grade 6

Students improvise variations on a major melody with a simple
Standard 3 b

Students experiment with scat singing (vocal improvisations) by imitating the teacher or recordings. Students first echo phrases over a blues progression, next they substitute their own syllables, then alter the phrases, and finally begin to improvise th
Standard 3 b

Students respond to the performance of a short melody by singing a new version of the melody with an altered ending.
Standard 3 b

Students are divided into 2 parts. Part 1 is assigned the pitches do and sol. Part 2 is assigned pitches do and ti. Students perform their assigned notes to vocally accompany a song with the functions of tonic and dominant such as "Mary Had a Little Lam
Standard 3 a, b

Grade 8

Student improvises, using mostly chordal tones with a steady beat, a
Standard 3 c, b

After listening to a and singing with accompaniment, the melody of a simple song (i.e., 3 chord major or minor folk song), the melody is removed and students improvise a new melody over the remaining chord progression, first using mostly chordal tones in
Standard 3 b

Student improvises a bass line to a simple melody such as "Jingle Bells" or "Pachelbel's Cannon."
Standard 3 a

Students improvise a variation to a folk song changing three musical elements. (e.g. pitch, tempo, dynamics)

Standard 3 b

Content Standard 3

Student improvises a new melody and counter melody over the harmonic progression of a tune whose harmonic progression includes I,V,IV in major. (i.e. "Long Long Ago") Improvise a melody in the relative minor key for the same chord progression. Student o

Standard 3 c

Given a harmonizing instrument (i.e. keyboard, autoharp, guitar) and a two-chord major melody, (i.e. I, V, I) students determine when to change chords to fit the music.

Standard 3 a

Band/Orchestra

Students improvise a harmony part of a simple familiar tune on an Orff instrument.

Standard 3 a

Students improvise a descant or bass line for a simple melody.B14

Students improvise a descant or bass line for a simple melody

Ban

Standard 3 a

Students play a melody by ear and create a variation on the melody.

Standard 3 b

Students improvise a melody over a given rhythmic accompaniment.

Standard 3 c

Music

Grades 6 and 8

Band/Orchestra

Given a three chord melody, students improvise a harmonic accompaniment that includes rhythmic variation and accurate chord changes.

Standard 3 a

Band

Given a melody from their ensemble literature, students embellish the melody to create a variation.

Standard 3 b

Given specific styles (i.e. baroque, blues, blue grass, contemporary) students improvise three melodies over stylistically corresponding accompaniment.

Standard 3 c

Content Standard 4:

Students will compose and arrange music.

Performance Standards:

- a. Compose short pieces within specified guidelines, demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance
- b. Arrange simple pieces for voices or instruments other than those for which the pieces were written
- c. Use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging

Grade 6

Students use a keyboard and sequencing software to create a piece
Standard 4 a, c

Students compose a simple melody in one of three prescribed keys. The melody begins and ends on the tonic; is at least 12 measures long; and demonstrates unity, variety, tension, release, and balance. (Students can compose their own lyrics, or base their
Standard 4 a, c

Ensemble students compose the ending to a melody (i.e., last 4 measures of an 8-measure melody) which is consistent with the first four measures and achieves a clear sense of cadence (ending).
Standard 4 a, c

Using percussion instruments, students compose a rhythmic accompaniment to a story showing how phrase and cadence relates to the plot.

Standard 4 a, c

Grade 8

Students compose music to accompany pictures at a school art
Standard 4 a, c

Students compose a melody and lyrics using a prearranged form.

Standard 4 a, c

Given a general MIDI file containing a piece in multiple parts, students assign a timbre to each track (part) to create a musically effective arrangement.
Standard 4 b, c

Ensemble students compose a melody for their own voice or instrument within specified guidelines (i.e., at least 8 measures long, major tonality, conclusive ending, range of more than a full octave). (Students might notate their melody, perform it or tea

Standard 4 a, c

Content Standard 4**Music****Grades 6 and 8**

Students create a rhythmic accompaniment which reflects a particular mood and style of music that authentically using midi technology. Students may incorporate audio samples of indigenous music in the final product. (Possible software includes: ACID, Standard 4 a, c

Students create a rhythmic accompaniment which reflects a particular mood and style of music that authentically using midi technology. Students may incorporate audio samples of indigenous music in the final product. (Possible software includes: ACID, Standard 4 a, c

Performing Ensemble

Arrange the melody and bass part of a patriotic tune or hymn for a treble and bass instrument.

Standard 4 b

Students compose a one line composition in a form with contrasting sections. (i.e. ABA, verse refrain) using at least one other musical elements (i.e. dynamic, style) to create contrast between the sections. Students then compose a second one line compos Standard 4 a

Performing Ensemble

Ensemble students compose a melody based on an idea from a piece they are learning (i.e., use a motif, pitch set -- such as pentatonic -- or rhythmic idea from the piece; create a melody in the same style, such as swing or romantic; apply a principle, suc Standard 4 a, c

Arrange a four-part hymn for four instruments.

Standard 4 b

Choral students create a descant on an original composition Standard 4 a

Content Standard 5:

Students will read and notate music

Performance Standards:

- a. read whole, half, quarter, eighth, sixteenth and dotted notes and rest in 2/4, 3/4, 6/8 and alla breve (2/2) meter signatures
- b. read at sight simple melodies in both the treble and bass clefs
- c. identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation and expression
- d. use standard notation to record their musical ideas and the musical ideas of others
- e. students in a performing ensemble or class will, in addition, sight-read, accurately and expressively, music with a difficulty level of 2 on a scale of 1-6

Grade 6

In addition to notation listed in grade four, students read patterns including 4 sixteenths, dotted quarter and eighth notes.

Standard 5 a

Students read in conducting patterns in 4/4 and then 2/4.

Standard 5 a

Students read a simple melody in the bass clef

Standard 5 b

Students will notate rhythmic dictation.

Standard 5 d

Students identify all symbols in the music they are performing in class.

Standard 5 c

Grade 8

In addition to grade 6 notation, students read, two sixteenth notes followed by an eighth, an eighth note followed by two sixteenth notes, and syncopation.

Standard 5 a

Students notate simple rhythmic and melodic dictation of 2-3 measures.

Standard 5 d

Students read 6/8, 3/8.

Standard 5 a

Students compare 4/4 in which a quarter = 1 beat, to 6/8 where a quarter = 2 beats.

Standard 5 a

Students sing all parts of choral scores when requested.

Standard 5 b

Content Standard 5

Band/Orchestra

Students are able to sight-read music with a difficulty level of 1.
Standard 5 e

Using music theory software, students work on a computer for 10 minutes per month to practice notation and site reading skills.
Standard 5 c, d

Music

Grades 6 and 8

Band/Orchestra

Students are able to sight-read music with a difficulty level of 2.
Standard 5 e

Students can describe their music performance using the proper definitions for standard notation and symbols used by the composer.
Standard 5 c

Students write, teach and perform clapping canons using a full range of rhythm vocabulary.
Standard 5 c

Content Standard 6:

Students will listen to, describe and analyze music

Performance Standards:

- a. (continues from previous level) identify simple music forms when presented aurally
- b. Describe specific music events in a given aural example, using appropriate terminology
- c. Analyze the uses of elements of music in aural examples representing diverse genres and cultures
- d. Demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords and harmonic progressions in their analysis of music
- e. (continues from previous level) identify the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children's voices and male and female adult voices

Grade 6

Students listen to two contrasting works of the same genre (i.e. Moussorgsky's "Pictures at an Exhibition" and a Celtic Dance Set) and compare their use of musical elements such as form, tonality, rhythm, timbre, dynamics and tempo. 6a, b
Standard 6 b, c

Students apply feelings vocabulary (i.e., calm, tense, confused, joyous, disturbed, surprising, violent, or expansive) to describe the mood of pieces or sections of pieces of music, and identify how musical elements contribute to those moods.
Standard 6 b, c, d

Students will listen to music that evokes an image (i.e. Fanfare for the Common Man, Carnival of the Animals, Gollywog Cakewalk) several times. On the third playing students create a listening map that includes a key identifying- dynamics, form, rhythm, t
Standard 6 b, d

Grade 8

Students choose a piece they will perform. They will describe why it is appropriate given musical/technical criteria (i.e. melodic quality, harmonic interest, instrumentation, arrangement) including technical difficulty.
Standard b, c, d

Given a vocabulary of chords that they can perform on a harmonizing instrument (guitar, keyboard or synthesizer, mallet percussion) and a 4-chord song presented aurally, students figure out and perform the accompaniment, demonstrating knowledge of meter,
Standard 6 d

Listen to the original and electronic version of a piece of music, (ex. Snow Flakes Dancing, Tomita and Debussy) and describe the differences between the arrangements.

Standard b, c, d

Content Standard 6

Students listen to an orchestral piece and identify the instruments.

Standard 6 d

Students indicate (i.e. raising hands, thumb signals, displaying a card) that they have heard important events in a piece of music (i.e. entrances in a Fugue, return of melody in a Symphonic movement).

Standard 6 b

Music

Grades 6 and 8

Using proper terminology, students compare and contrast vocal sounds of the trained versus the untrained voice: good diction versus poor diction and choral versus solo sound.

Standard 6 e

Listen to a work of program music (romantic work such as *Night on Bald Mountain*, background or theatrical music such as the overture to *West Side Story*, ballet music such as *Billy the Kid*) and write a short story depicting the sequence of musical events i

Standard 6 b, c

Content Standard 7:

Students will evaluate music and music performances

Performance Standards:

- a. Develop criteria for evaluation the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing.
- b. Evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement.

Grade 6

Students create a form listing musical criteria they might use to

- a) Students choose 3 pieces based on personal preference and evaluate them using their form.

Standard 7a

Students use specific criteria create a form to evaluate their own and other's performances.

Standard a, b

Students listen to and perform 3 different stylistic arrangements of the same piece.(i.e. Gospel, folk, choral, orchestral, jazz, rock). Students compare and contrast the arrangements based on their criteria. Students reflect upon their performance and

Standard 7a, b

Students listen to 2 or 3 different pieces of music by the same

Grade 8

Students articulate, using appropriate vocabulary, their evaluation of a

- a) appropriateness of instrumentation
- b) form
- c) harmony
- d) melody
- e) dynamics
- f) style
- g) tempo
- h) rhythm

Students are specific in their discussions and include constructive suggestions for improvement.

Standard 7a, b

Students write a persuasive essay to convince a friend why he/she should like a particular piece.

Standard 7 a, b

Students write a newspaper article critiquing a performance.

Content Standard 7

artist(s) and critique them using appropriate vocabulary.

Standard 7b

Students listen to a live performance and studio performance by the same group, critique them using appropriate vocabulary.

Standard 7a, b

Music

Standard 7a, b

Students write a review of a CD

Standard 7b

Grades 6 and 8

Content Standard 8:

Students will make connections between music, other disciplines and daily life

Performance Standards:

- a. Compare in two or more arts how the characteristic materials of each art (that is, sound in music, visual stimuli in visual arts, movement in dance, human interrelationships in theatre) can be used to transform similar events, scenes, emotions or ideas into works of art.
- b. Describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music.
- c. Identify a variety of music-related careers.

Grade 6

Listening to a piece of music and looking at a painting from:

- a) color (tone color)
- b) timbre
- c) pattern
- d) repetition
- e) line
- f) rhythm
- g) form
- h) contrast
- i) rest in music/negative space in art
- j) harmony

Standard 8a

Language Arts- students set texts to music.

For choir, students sing literature that has been set to music. Ex: "Anabel Lee", Edgar Allen Poe or "Dreams", Langston Hughes

Create sound carpets using onomonopoeitic vocal sounds.
Standard 8b

Grade 8

Students compare art forms from one cultural era and describe ways in
Standard 8a

Language Arts- students compare the sonata allegro form and the 3-division essay (introduction, development, conclusion).

Standard 8b

Content Standard 8

Music

Grades 6 and 8

Science - students listen to 2 frequencies and using an oscilloscope, visually identify differences in high and low pitches

Standard 8b

Science- students physically describe the human hearing process.

Standard 8b

Social Studies- students identify events/movements and how they influenced the music of the time.

Standard 8b

Students look at the cover of a CD and research and describe the roles of the people involved in making the CD, e.g. the engineer, producer, cover designer, etc.

Standard 8c

Science- students discuss the roll of acoustics. Students discuss and compare the sounds produced by acoustic instruments versus electronic families of instruments.

Standard 8b

Students brainstorm a list of careers involved in the production of a Broadway show from the beginning of the writing of the first word of the play and the first note of the music to "opening night."

Students apply what they learned by designing a playbill.

Standard 8c

General Music- Relate to daily life- movies! After viewing a clip from a movie without sound, and then again with music (Ex. John Williams film score to "Jaws"), students discuss the importance of music in creating excite

This can lead to a discussion of hearing impaired. How would it feel to live everyday of your life without ever hearing music or anything.

Discuss how Beethoven composed even after going deaf. Show an excerpt from "My Immortal Beloved" with Beethoven p

Standard 8a

Content Standard 9:

Students will understand music in relation to history and culture.

Performance Standards:

- (continues from previous level) identify by genre or style aural examples of music from various historical periods and cultures.
- Describe distinguishing characteristics of representative music genres and styles from a variety of cultures.
- Classify by genre and style (and if applicable, by historical period, composer and title) a varied body of exemplary (that is, high-quality and characteristic) musical works, and explain the characteristics that cause each work to be considered exemplary.
- (continues from previous level) identify various uses of music in their daily experiences and describe characteristic that make certain music suitable for each use.
- Compare, in several cultures of the world, functions music serves, role of musicians, and conditions under which music is typically performed.

Grade 6

General Music

Students list the main historical periods and important composers of western music from the Baroque to the 20th Century.

Standard b,c

Students listen to and perform music from the various sources of American music (salsa, zydeco/Cajun, cowboy songs, rock music, etc.)

Students produce posters for rock music groups

Standard 9 b

Students identify individually the elements of music.

Standard 9 e

Grade 8

General Music

Students listen to four representative musical works by four major composers and describe the characteristics that indicate the period of music represented. Students then arrange the pieces in chronological order by composer and historical period.

Standard 9 c

Students listen to and perform music from the African-American experience, e.g. slavery spirituals, the Underground Railroad ("Follow the Drinking Gourd"), ragtime, blues, jazz, popular styles, gospel, a capella groups, rhythms & blues, rap, etc. Students

Standard 9 b

Students listen to music used in TV commercials. Using a data table they record the style, tempo of the music, and whether the music is original, or if no music is used.

Standard 9 d

Content Standard 9

Music

Grades 6 and 8

Students perform on a melody instrument (piano, recorder, Orff instruments, band/string instrument) the main theme(s) of exemplary works, for example, Vivaldi Spring, Bach Minuet in G, Handel Hallelujah Chorus, Beethoven's 9th Ode to Joy, Debussy Afternoon
Standard 9c

Students compare and contrast how music is used in youth rituals in American and other cultures, e.g. Bar Mitzvah/Vision Quest, etc.
Standard 9d,e

Students compare several world cultures, the function music serves, the role of the musician and conditions in which music is typically performed.
Standard 9e

Performing Ensemble

Students list two facts about the history and/or culture of four of the pieces they performed in class.
Standard 9 b

Students give a two-sentence introduction to music during a concert that gives information about the historical or cultural background of the music.
Standard 9 b

Students listen to three diverse pieces of music and describe what is different.

Standard 9 b

Performing Ensemble

Students list five varied pieces played in their ensemble and label them by period and, style, giving reasons for their decisions.
Standard 9 c

Students choose pieces for future concerts based on variety of historical periods, styles, and cultures.

Standard 9 c

Students design a concert program based on including a variety of selections and where to position selections in the program. Students discuss who makes these selections in school programs, professional concerts and religious or cultural events.
Standard 9 b, c, e

Content Standard 9

Students indicate on a map the location of the origin of music they have played in class. Students give reasons for their decisions.

Standard 9 b, c

Students give a two-sentence introduction to music during the concert.

Standard 9 b, c, e

Music

Grades 6 and 8

Students choose three passages from music they have performed in class and describe what makes each passage typical of the genre, style, and historical period.

Standard 9 b, c